summary of the seminar

TOPICS

1. School administration and supervision

   -The importance of Administration and supervision
   -Characters of good administrators
   -Planning and Administration
   -Implementation
   -Academic rule and regulation

      -Different regulations
      -Headmaster's job and responsibility in Admin.
      -Teachers and headmaster relation
      -Establishing schools

2. Headmaster responsibility in academic area
3. Headmaster and social work and social relation and the material supply for the school
4. The preparation of teaching aid materials
5. Teaching felt-board to the headmaster

Note: About each topic we had enough time for discussion.

On March 17, 1990 one week seminar for headmaster in Mianwali started by the recitation of holy Quran by Ghulam Sadiq. The programme of seminar was introduced by M. Aman the chairman of the seminar. Afterward Amir M. Ahmadi Head of Education SOS/PG* explained to the participants, the objectives of the seminar and the activities undertaken by SOS/PG*BELGIUM in up-grading the level of teachers and headmaster. The participants of this seminar were 12 headmasters 8 of them from CAR schools and 4 of them were from party's schools. There was one from Jamiat Islami one from Itehad Islami, one from Harakat Islami and one from Nejat Meli. The materials prepared by SOS/PG*BELGIUM such as notebooks, pens, and file were given to each participants. After the distribution of materials we divided the large group into 3 small groups each group was assigned to collect information and write something about some aspects of Administration and supervision. One group was under the leadership of Fazal Mohammad and consultation of M. Sadiq PMT supervisor was responsible for administration and the other group under the leadership of Abdul Razah and Ghulam Sadiq PMT supervisor was responsible for headmaster job in academic area. The third group under the guidance of Noor Gul and Haji Sadullah was in charge of headmaster task in the area of social work and relationships.

On March 18, 1990 Amir M. Ahmadi head of Education SOS/PG* gave background information about administration to the headmasters and its relation to headmaster's work and school administration. The way an administrative unit should follow was discussed in the session. The role of supervision, in schools by headmaster were discussed as well.

In the second part M. Sadiq PMT supervisor explained all aspects of headmaster's administrative responsibility in the school. He explained to them the job description of headmaster related to:

-School management and discipline
-Book keeping and file keeping
-The application and how to use different forms
-The application of rule and regulation
-School meeting and supervision
-Characteristics of good administrator
-The types of administration with regard to education

During the second session of the day we discussed in the large group the points and issues written by the small group and the information given during the first session.

This part of the programme was very interesting because all members of the group participated in the discussion. Many issues and problems were brought into the discussion by the headmaster for which the group tried to find a solution. For example most of the headmasters were complaining about the present curriculum and its implementation. In this case we proposed that a committee of headmasterd be formed to study the present curriculum and find out the weak and strong points. After the study and analysis the committee should submit a logical and applicable proposal to the district administrator of Mianwali, and Education Cell. This committee should have close contact with education Cell and the D.A. for solving their problems on time.

On March 19, 1990 Gulam Sadiq discussed with the group academic responsibility of the headmasters. Most of this part was discussion so that everybody could take part in questions and answers to some of the questions as well. This session was interesting and active, because the headmasters had gotten enough background information during the first 2 days of the seminar. Whenever a question was raised either the speaker or other members of PMT answered and explained the topics.

After the tea break Abdul Razak group leader for academic responsibilities presented the group proposals about different point upon which the large group started the debate and discussion. The points related to headmaster job discussed in this period were:

-Curriculum
-Text book problem
-Teachers meeting

- In relation timetable and progress book
- In relation to examination and related forms
- In relation to disciplinery problems in the classroom.
- In relation to improve teaching skill

-School and class supervision in order

- To encourage the teachers
- To help the teacher up-grade their skills
- To know about the applicability of curriculum
- To improve teaching-learning process

-Scoring system of students achievement
-Reporting students' achievement
-Other related issues.

On March 20, 1990 Haji Sadullah was the speaker and presented materials about the social work and responsibilities of the headmaster. Since his school is in the community and for the community there should be a strong and close relation between the schools and community through the activities of the headmasters by having good relationship with the people lead toward better living, well being and development. The headmaster should start social work in the school and spread its activities to the community. There should be cleanliness committee, disciplinery committee, health committee, religious committee sport committee and other committees in the schools where the related problem can be solved soon by them. These committees should have close link with other related agencies in the community and cooperate with each other to bring improvement and change in the community as a whole. In this session everybody participated and shared his opinion. During the second part when the group discussion started the group responsible for this part stated their proposals and suggestion by Mr. Noor Gul head master about which all PMT members and the headmasters gave their views. The main proposals in this day was:

1. To form a joint committee of headmasters of CAR schools and of parties school to meet and solve their problems together and discuss them with district administrator of Mian Wali.

2. They asked for more help in the field of school administration because they don't have professional headmasters.

In preparing the programme we assigned one day for the preparation and how to use teaching aid materials for the headmasters to be familiar with. Since in remote area it is difficult to control the teachers in the classrooms for other agencies, we trained the headmasters in this respect to do the job. To fulfill this task on March 21, 1990 the use of the feltboard was taught to them in teaching language and Math. by Haji Sadullah and by Gulam Sadiq PMT members which was really interesting.

In the next session of the day M. Sadiq another member of PMT taught to the headmasters how to make charts, flash cards and cards for different subjects. He showed them how to use the materials mentioned in teaching different subjects. This part was also interesting for us as well as headmasters.

The headmasters were told that this is their responsibility to convey the information they learn to their teachers in the schools. At the end of this session one feltboard with the box of materials and four charts were given to each headmaster to use it in the related schools, and the following evaluation paper was given to them:

Ref.: PMTCH06

SOS/PG. BELGIUM

DEPARTMENT OF EDUCATION

P.M.T

EVALUATION PAPER OF MIANWALI
HEADMASTERS SEMINAR

After critical analysis of the headmasters seminar with regard to content and usefulness quantatively and qualitatively check on the scal.

NO.	ISSUES AND CONTENT	POOR	GOOD	V.GOOD	EXCELLENT	
1.	Contents and its relation to headmasters' job					
2.	Sequence of the topics					
3.	Quantity of the materials presented					
4.	Presentation of the material					
5.	Chance for participation for everybody					
6.	Discussion on any Topic					
7.	Your benefit from the seminar					
8.	Time available for question and answer					
9.	The inportance of such seminar					
10.	The timetable of the seminar					
11.	Written materials for you					
12.	The nature of debate and discussion					

If you want to say something more than that you can write at the back of the page.

The main problems stated by the headmasters:

1. More classes and less classroom in most of the schools.
2. The shortage of teachers in most of schools.
3. Transfer of headmasters in inappropriate time and without any reason.
4. Transfer of teachers more than three times during the year.
5. Drinking water is not available.
6. The schools do not have compounds.
7. Much work for the headmasters in some schools.
8. There is no Boi-Data cards for teachers.
9. They do not have Bio-Date cards for students.
10. They don't have progress book for daily lesson.
11. They don't have score sheet and general result sheets of the examination.
12. They do not have the rule and regulation for testing and new enrollment of children.
13. They don't have books for registering the letters, meetings, other teaching materials.
14. Students absence during ration distribution.
15. The text books are not distributed on time including other teaching materials.
16. Summer migration
17. The shortage of religious teachers in the schools to teach Islamiat.
18. Selection of teachers according to their standard.

The solution of some problems were discussed in the seminars and also some of the forms and regulation were provided to them by PMT.

At the end of the seminar on Mach 21, 1990 the evaluation paper were given to the headmasters. From the results of the evaluation papers and our own evaluation the seminar was a success. The headmasters show great interest and asked for more help in this respect. They were happy learning about school administration management and supervision. Since they were divided into three groups and each were responsible to collect views and suggestions about three different areas of headmasters' job, they were active in this respect. They brought enough related issues to be discussed in the large group. In the three areas of Administration, academic and social responsibility of the headmasters like office books, forms, regulation views about curriculum and relation with the people, parents and community were taken care of. Proper and suitable characteristic of headmasters to attract people toward schools and education were discussed. We are certain though the time for the seminar was short, the headmasters were given enough information and written materials to use it where needed.

The following are the lists of the participants and the list of materials given to each one of them. In addition to the above material we distributed 40 copies of the feltboard guide books to all the teachers in 10 schools in Mianwali camps.

HEADMASTERS' ATTENDENCE DURING SEMINAR IN MIANWALI

MARCH 17-MARCH 21, 1990

PMTCH08

NO.	NAME	S/O	SCHOOL	CAMP	SAT	SAN	MON	TUE	WED	
1	Lall Din	Najmuddin	H.Ithad-I-A	6						
2	Basmillah	Mohammad Nasim	N.L.F.	6						
3	Noor Gul	Roozuddin	NO. 7	6						
4	Mullah Gul Rang	Gul Khan	Harakat	6						
5	Abdul Razaq	Mohammad Sadiq	No. 8	6						
6	Zaheer Khan	Mohammad Khan	No. 3	6						
7	Mir Abdullah Ni.	Ahmad Khan	No. 5	6						
8	Fazal Mammood	Payendah Mohammad	No. 2	6						
9	Abdul Hai	Sultan Mohammad	NO. 1	6						
10	Faqeer Mohammad	Abdul Akeem	No. 6	6						
11	Mohammd Aqbal	Gullab Gul	NO. 1	6						
12	Haji Mirajan	Sayed Faqeer	Jamait	6						
13	Janat Gul	Gul Mohammad	No. 2	6						
14										
15										
16										
17										
18										
19										
20										
21										

THE LIST OF TEACHING AID MATERIALS DISTRIBUTED TO THE HEADMASTERS

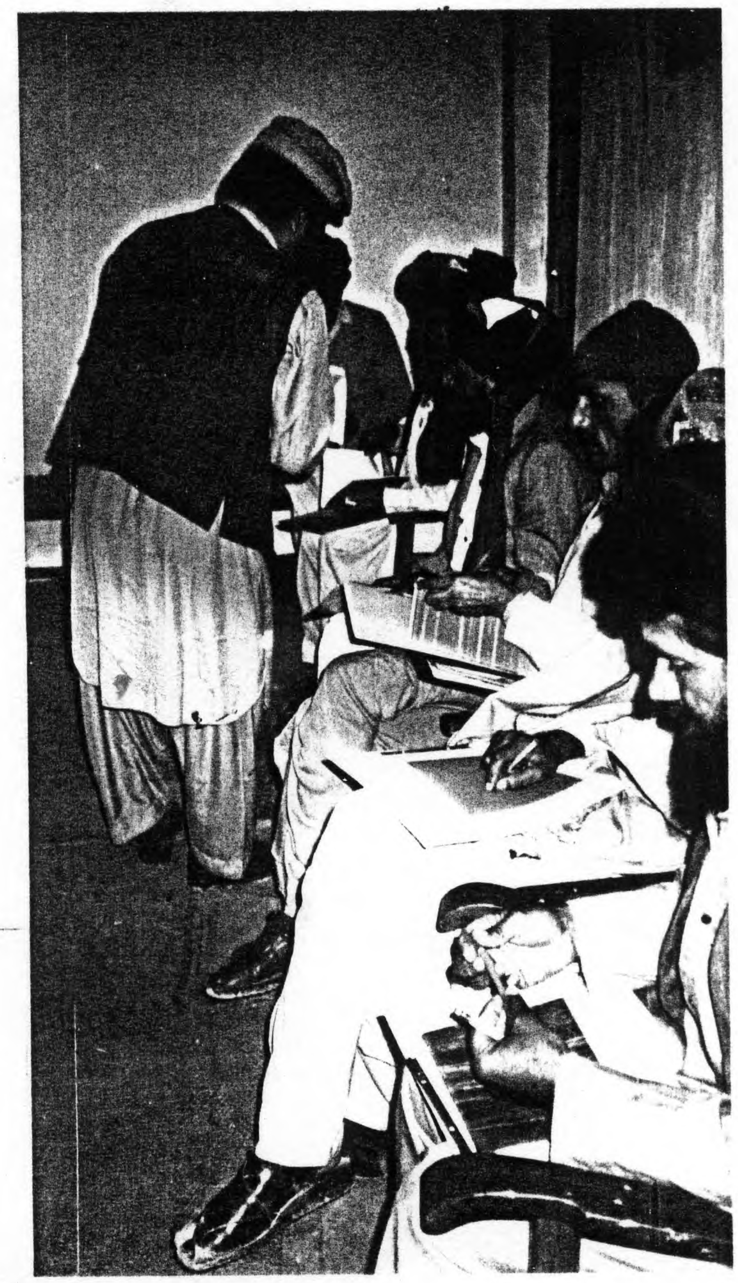
IN THE SEMINAR IN MIANWALI

PMTCH07

NO.	NAME	S/O	SCHOOL	CAMP	NOTEBOOK	FOUNTAIN PEN	PENCIL	CHART/P	MARKER	F/BOARD-BOX	FILE	TEACHING MATE.	SIGNATURE
1	Lall Din	Najmuddin	H.Ithad-i-A	6	1	1	1	4	1	1	1		
2	Basmillah	Mohammad Nasim	N.L.F.	6	1	1	1	4	1	1	1		
3	Noor Gul	Roozuddin	NO. 7	6	1	1	1	4	1	1	1		
4	Mullah Gul Rang	Gul Khan	Harakat	6	1	1	1	4	1	1	1		
5	Abdul Razaq	Mohammad Sadiq	No. 8	6	1	1	1	4	1	1	1		
6	Zaheer Khan	Mohammad Khan	No. 3	6	1	1	1	4	1	1	1		
7	Mir Abdullah Ni.	Ahmad Khan	No. 5	6	1	1	1	4	1	1	1		
8	Fazal Mammood	Payendah Mohd.	No. 2	6	1	1	1	4	1	1	1		
9	Abdul Hai	Sultan Mohammad	NO. 1	6	1	1	1	4	1	1	1		
10	Faqeer Mohammad	Abdul Akeem	No. 6	6	1	1	1	4	1	1	1		
11	Mohammd Aqbal	Gullab Gul	NO. 1	6	1	1	1	4	1	1	1		
12	Haji Mirajan	Sayed Faqeer	Jamait	6	1	1	1	4	1	1	1		
13	Janat Gul	Gul Mohammad	No. 2	6	1	1	1	4	1	1	1		
14													
15													
16													
17													
18													
19													
20													
21													

The following pictures shows the process of headmasters seminar in Mianwali by PMT.









SOS/PG.BELGIUM

SOLIDARITE AFGHANISTAN
DEPARTMENT OF EDUCATION

P.M.T.

WORK REPORT OF PRACTICAL WORK with the
TEACHERS AND HEADMASTERS' SEMINAR IN

MIANWALI

MARCH 10-MARCH 22, 1990

BY: AMIR M. AHMADI

According to our opinion most of the existing problems can be solved in the following ways:

1. A committee of headmasters should be formed to give consultation to education officer and sometime to the district administrator as well. If they do not give consultation our Pakistani brothers are not familiar with the system and requirement of education in Afghanistan.

2. If the education officer keeps close contact with the Education Cell of N.W.F.P. and other international agencies many of your problems in education can be solved through their cooperation with regard to books, and other materials in Pushto.

3. Early summer mobility is a great problem for schools because they cannot finish the curriculum. It also influences attendances of students as a result poor education or no education is the outcome. If it is possible some of the schools should move with them till the end of academic year, but that will depend whether most of them go to the same place or different and scattered places.

4. The shortage of the teachers in some schools specially school in Dari tang is serious. Unless the teachers are enough and can teach the children in their mother tongue suitable education will not take place.

5. We have given enough training to the teachers in seminar and follow-up programme and some of your teachers are using the training with great success, when we are in schools. We do not know whether they are doing the same afterward or not. To be sure a continuous supervision and monitoring is needed by the education office. This monitoring and supervision can be done by the committee members of the headmasters too.

6. There should be close relation between the school and community specially the influential people. This will help the headmasters in reducing the students absence. The teachers and headmasters and people responsible for education should meet the parents every now and then to encourage them toward education and school.

7. The transfer of headmasters from one school to another be done if possible only during vacation so that the new headmaster tries to prepare the things for the new school year because there are so many transfer during the academic year in the related schools. This results in discontinuity of work in the schools.

8. Also teachers transfer be done during vacation not to bring discontinuity in teaching-learning process in the school during academic year.

These were some of our suggestions and I am sure the district administrator Mr. Shafi is highly interested and works hard in the education and well-being of Afghan Refugees in Mianwali. According to his proposal we will send some of our supervisors when needed to help their schools. We thank him for his endeavor with respect to the education of Afghan Refugee children and helping us when we were there with regard to accommodation and other facilities. Hopping for their more success in the future.

With best regard

Amir M. Ahmadi
Head of Education
SOS/PG*BELGIUM
PESHAWAR.

April 8, 1990
Ref.: AMA-19

SOS/PG.BELGIUM
Solidarite Afghanistan
Department of Education

PEDAGOGIC MOBILE TEAM

Work report of Practical work with the teachers and headmasters' seminar in Mianwali

March 10 - March 22, 1990

According to the work plan we made at the beginning of the year we had two weeks training program for 25 teachers as follow-up and for 10 headmasters as inservice training period in Mianwali. To achieve this objective of the plan we wrote the letter to the D.A. UNHCR office, and Education Officer of Mianwali that we would come there on March 10, 1990.

Following the letter, Pedagogic Mobile Team left Peshawar on March 10, 1990 by two cars for Mianwali. When we arrived at Mianwali the accommodation was arranged by D.A. And on March 11,1990 we started our work with the teachers. Since there are 10 schools in Mianwali camps for Afghan Refugees, and we had follow-up programme with five of the schools, we arranged the programme of our work with the remaing five schools with the Education Officer according to the following order:

1. Primary school 7 camp No.6 March 11
2. March 12 Primary school No.8 camp No.6
3. March 13 Primary school No.6
4. March 14 girl Primary school
5. March 15 Primary school of Dari Tang

We arranged our programme in such a way to stay one day in one school and work with all the teachers. This time our work with the teachers is different from the previous one. Now our supervisors are working with the teachers in the classroom practically. We are looking for the implementation the teachers had learned in TTC and PMT training courses and seminars. We see whether the teachers are using their training in the classroom or not. If they can not use it what their problems are, to find solution for them if possible. We trained the teachers during the summer vacation in how to teach Islamiat, Pushto, and Mathematics. We trained them in using different Methodology, lesson plan, preparation of teaching aid materials, and Educational evaluation. Having this information in mind as a background we started our work with the primary school No.7 camp No.6.

1. Primary school No.7 camp No.6 Noorgul is Headmaster.

	Enrollment	Present
-1st Grade		
Boys	16	14
Girls	23	19
-2nd Boys	11	11
Girls	35	30
-3rd Boys	19	14
-4th Boys	5	5
-5th Boys	9	9
	-----	-----
TOTAL:	139	114

When we (PMT) went to school No.7 Mr. Benoit Heuchenne the director and Ahmadi Head of Education were with the team. First the team with Mr. Benoit observed the classes and discussed our mission to the schools, namely helping and guiding the teachers in the classroom. The school has 8 sections. The attendance is good and the teachers are trying their best. The headmaster has good relation with community and their elders. There are four teachers including the headmaster. PMT supervisors after a short time were assigned to work in different classes with the teachers using the best method appropriate to each subject, and used all the teaching aid suitable. The teachers were again encouraged to prepare will-done lesson plan. According to evaluation the school was good and we hope their activities will continue after we leave the school.

On march 12, 1990 we went to school No.8 camp No.6. In that school there was only one teacher (Pakistani) and the headmaster an Afghan Refugee by the name of Abdul Razak. The school has building and carpets and toilet. There are 3 classes 1st, 2nd, and 3td grade in school having the following enrollment:

	Enrollment	Present
1st Grade	25	16
2nd Grade	16	12
3rd Grade	26	19
	-----	-----
TOTAL:	67	47

The attendance of school is not bad but, since there is one headmaster and one Pakistani teacher who cannot communicate very well to the children academic side is not desirable. Mr. Benoit and Ahmadi observed the classes and talked to the headmaster about the school academic problems. What PMT supervisors did was that each of them were assigned to teach one of class till the end of the day while the teachers were observing. This process was useful because the

teachers were encouraged to use the training they had in the classroom. If there is continuous supervision the teachers will become better because we are not sure the teachers will use the technique we showed them after we leave.

On March 13, 1990 the team went to school No.6 camp No.6 where the school has two classroom and 5 sections which mean 3 sections are without a classroom. In this school there were 4 teachers including Fakir Mohammad the headmaster. The attendance in the school was not good, but those who were present were very smart and willing to learn something.

In this school again PMT supervisors with the teachers went to the classes where each supervisor gave demonstration lesson using all suitable teaching aid materials such as charts, flash card, and card. They used felt-board in communicating the concept of language and mathematic.

	Enrollment	Present
1st Grade	42	21
2nd Grade	37	24
3rd Grade	24	13
4rt Grade	17	10
TOTAL:	120	68

Looking to the table one can get the idea how poor the attendance in this school is.

On March 14, 1990 our programme was to visit the girls school, but due to cultural problem and restriction we decided not to go to that school. We just collected some statistical information about the school. There are 125 students and 3 Pakistani female teachers who according to reliable information can neither read nor write Pushto. They are Urdu speaking we don't know more than that about that school.

On March 15, 1990 we went to the Primary school in Dari Tongue. The condition of this school is really miserable. There was only headmaster present in the school no teachers and attendance was very bad according to the following table:

	Enrollment	Present
1st Grade	36	1
2nd Grade	12	6
3rd Grade	12	4
4th Grade	17	12
TOTAL:	77	23

Since there was no teachers in the school PMT supervisors started teaching in each of the class till the end of the school day. This is not enough, unless the teachers are completed in the school, we will not be able to get desirable results from the money spent.

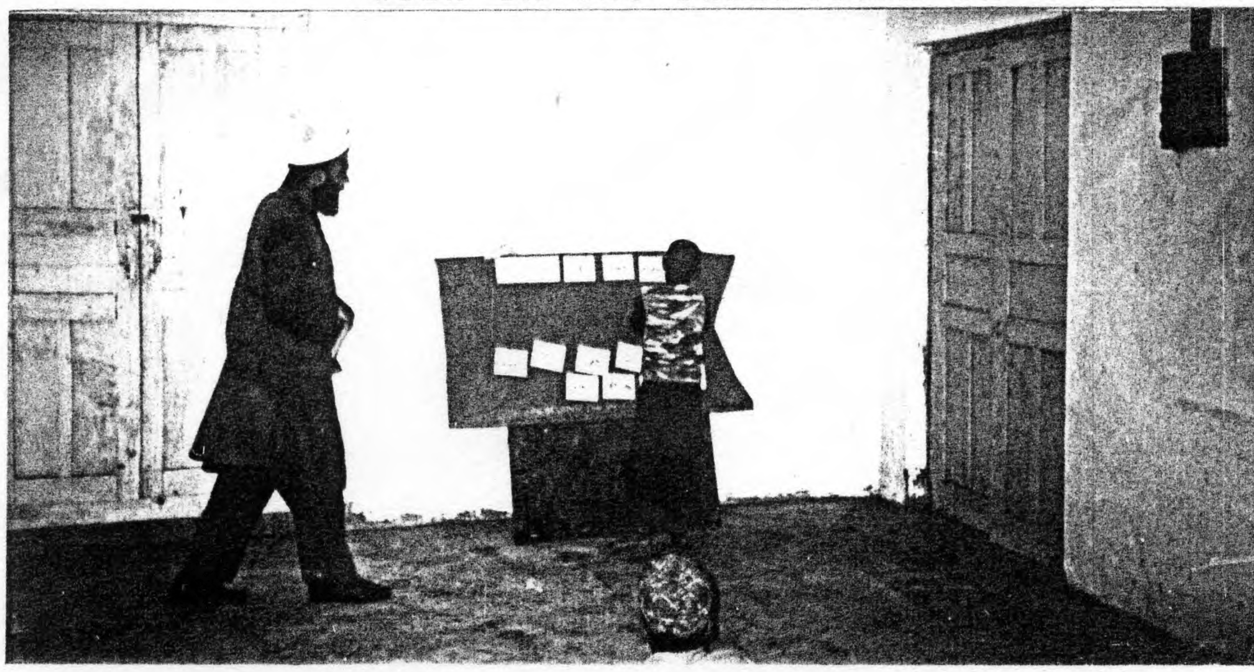


PMT in Mian [illegible] School

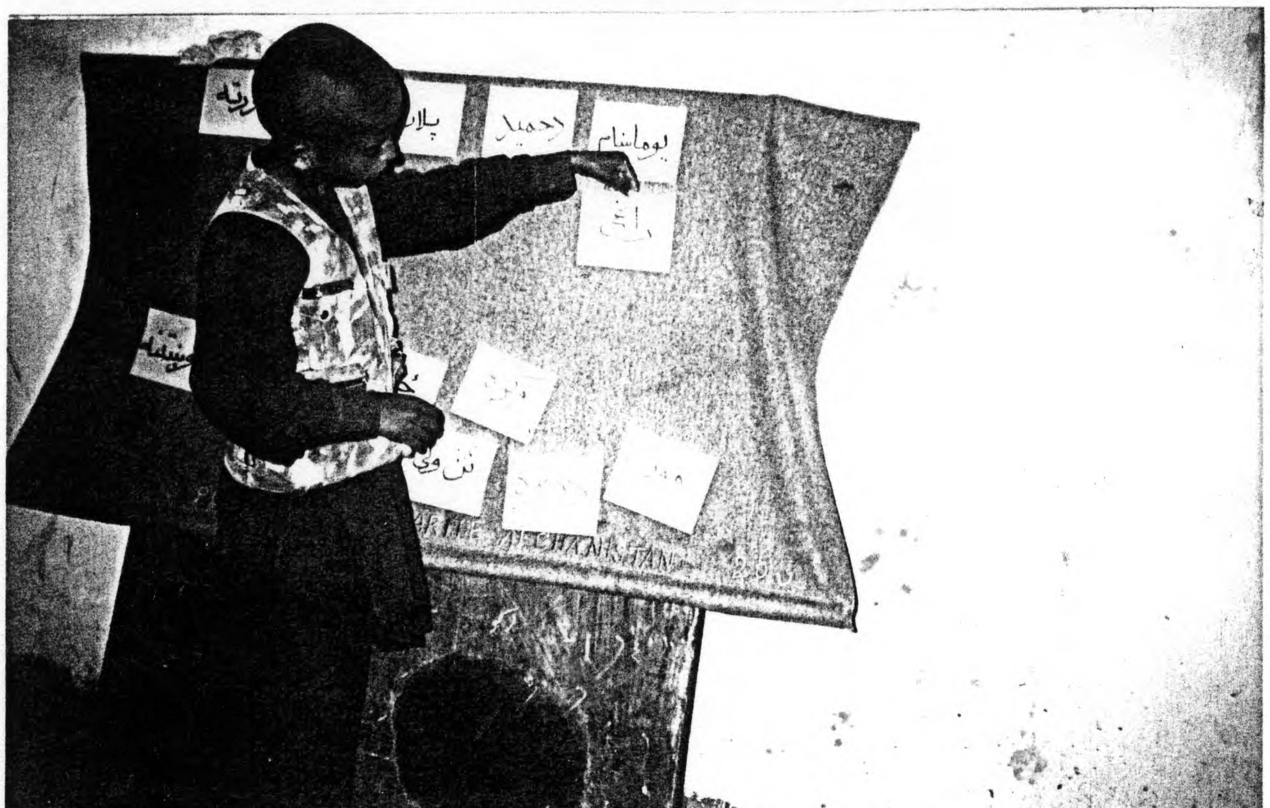




The following pictures shows PMT supervisors practical work in the classrooms in 4 schools in Mianwali:









On June, 1989 Pedagogic Mobile Team gave a seminar for 36 teachers in Mianwali Refugee, camp. In that seminar we taught Methods of teaching, lesson planning, child and Educational Psychology, Evaluation and the preparation and use of teaching aid Materials. After the seminar we gave some teaching aid materials related to the Islamiat, Pushto and Mathematics to the teachers. When we observed including Mr. Benoit Heuchenne some of them were using the materials and some of them needed help, guidance and supervision. Also we after the seminar had two follow-up programmes where we observed how much the two programmes are effective and fruitful, but that is not enough. In education school administration, school management and school supervision is very important. Here comes the importance of headmaster in successful implementation of educational programmes who need training. to fulfill this objective we arranged a seminar for 12 headmasters in Mianwali Refugees camp.

On March 14,1990 we discussed about the headmasters seminar and the way of presentation because we wanted to do it as discussion and problem solution. But since the headmasters needed information before being able to participate actively in the discussion and debate, we divided our work into two parts. The first part was presentation of background information about school administration and supervision, and the second part discussion, suggestion, stating problems and difficulties related to different issues of school administration and supervision.

Having in mind the above procedure we made the following schedule for the 5 days seminar:

TIMETABLE FOR
HEADMASTERS WORKSHOP FOR AFGHAN
REFUGEES IN MIAN WALI CAMP

March 17 to March 21, 1990

First day:

2:00 P.M. The opining of the workshop by the recitation of holy Quran by Mr. Gulam Sadiq.

2:00 P.M. Information about the objectives of the workshop by Amir M. Ahmadi Head of Education SOS/PG*BELGIUM and the distribution of materials to the trainees, by the chairman, M. AMAN.

2:30 P.M. Dividing the large group into three sub-groups according to different areas of headmasters' work and job.

- -Administrative
- -Academic
- -Social

3:15 P.M. Tea Break

3:30 P.M. Brain slorming by each group about related issues.

4:30 P.M. End

Second day March 18:

2:00 P.M. Lecture about Administration in general and its relation to school administration and supervision with the procedures to be taken by Amir M. Ahmadi

Lecture about school Administration and related problems by M. Sadiq.

3:15 P.M. Tea Break

3:30 P.M. Brainstorming, opinions, suggestions and recommendations for the solution of related problems by the large group.

4:30 P.M. The end

Third day March 19:

2:00 P.M. Presentation by Gulam Sediq about headmaster job in relation to academic affairs of school.

3:15 P.M. Tea break

3:30 P.M. Large group's debate, discussion and finding how to solve some of the school problems.

4:30 P.M The end

Fourth day March 20:

2:00 P.M. Headmaster job in relation to the people and community and his relation with other social workers in the community by Haji Sadullah.

3:15 P.M. Tea Break

3:30 P.M. Large group debate, suggestion discussion about social work and relation of the headmaster.

4:30 P.M. The end

Fifth day March 21:

2:00 P.M. How to use the feltboard in teaching Islamiat, Pushto, and Math. by Haji Sadullah and Gulam Sadiq.

3:15 P.M. Tea Break

3:30 P.M. How to prepare charts, flash card and cards as teaching aid or different subjects by M. Sadiq.

4:30 P.M. Evaluation and the end of seminar.